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## A Tribute to Margery Bianco

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**P**ROBABLY you are in the midst of reading *The Good Friends*. If not, you soon will be, and chuckling over the pride of Rosie the cow with her ribbons and mirror. You will say, "Only someone who has lived in the country and loves it, could write this book."

And that is a very true keynote to a picture of Margery Bianco. Though I have seen her always in New York, yet I think of her inevitably with birds, flowers, animals, sun and clouds and country air. She has lived in the country in America, England, Italy. Before she was twenty-five she had published three novels, now out of print. The one I have read has a background of the New Jersey coast, of strange fisherfolk, of pines, woods, sands, and the great sea now beautiful, now terribly hostile. She makes you feel the tragedy of her characters through the beauty and strangeness of this place, where she spent part of her youth.

Margery Williams, born in England, came to live in America when she was nine years old. Before she was twenty she returned and later married there an Italian, Francesco Bianco. Part of her early married life was spent in London, part outside of Turin in northern Italy. "The Captain," as her husband is always called, is an alert, humorous, cultured gentleman

with a great knowledge of books. He was for many years a dealer in "incunabula"—books printed before 1500. He is interested in fine printing, and in all the fine arts, and is a brilliant talker and writer, though he has not written for publication. It was he who, writing from London, answered my questions about Pamela, when I was reviewing *Flora*, and so my friendship with the Biancos began.

When they came to America to live, Pamela and her father and mother and her brother "Cecco," the first great event was a show of Pamela's art work at the Anderson Galleries. A little girl of thirteen with heavy long golden braids, showed me her pictures. You know them, as they were so beautifully reproduced in *Flora*, with verses by Walter de la Mare, and you know how stirred and amazed I must have been to have this child tell me about them. I found out that her parents not only had kept her out of school but had kept her away from art lessons and art schools. She liked roller-skating, and riding on bus tops, and poetry and fairy stories. She was eager to see her American cousins.

Her father told me that her drawing had begun when she was very small. He would leave Turin on business trips and tell both children to have a book ready for him when he came home. Pamela's "books" were all pictures, and her very

\* "June 23. Louise Seaman began her work in Macmillan's Children's Department 1919—the first children's department in a publishing house." *Children's Almanac of Books* by Helen Dean Fish. F. A. STOKES.

individual talent was apparent at once. In that exhibition, frequently she would say, "That is a portrait of Mummy," or "Here is Mummy again," and I would see, in her very delicate pen lines, an enchanting young face with very big eyes and a dark bang. That was my introduction to Margery Bianco.

We'll skip from Italy and New York of some years ago, to 1934 in a Connecticut village. There I saw Pamela, a mother now, with her baby Lorenzo, and Margery a grandmother, seeming very little older than Pamela. A remarkable oil painting of the baby, standing with his toys between two rose bushes, a glimpse of blue water and sailboats beyond—this showed how Pamela's genius had flowered, and how wise the parents had been to let her work out her talent alone. "The Captain's" keen understanding of art values, the mother's literary sympathy, had been a rich background.

It is very hard to describe a friend, that is why I am talking first about her family. For of course a good deal of Mrs. Bianco's life has centered on her children. When she first came to America, she brought with her a group of stories she had told them when they were small, stories mostly about their toys. One of these, *The Velveteen Rabbit*, with pictures by the famous English artist, William Nicholson, was an immediate success, in England and in America. The next year, *The Little Wooden Doll*, came out in Macmillan's Little Library, with pictures by Pamela, and has gone on and on as a well-loved doll story, excellent to tell aloud. Then *The Skin Horse*, also with Pamela's pictures, and next *Poor Cecco*. This was a long book, a big fat book, with pictures by Arthur Rackham. It was a wonderfully real and exciting tale of nursery toys off on an adventure.

These books all had both critical and sales success and the reason is not hard to find. This kind of imagination, playing not upon fairies but upon the real things

a child knows, his toys and his pets, struck a note in the tradition of Mrs. Molesworth, Mrs. Ewing, Mrs. Burnett, a note to which children will always answer. More than that, however, the style was a beautiful English, simple but not babyfied, gentle and beautiful in every line, with a quiet humor, not too subtle for small listeners, and with pathos always inherent. A child might not "pleasurably weep" over them, as some children do over Andersen, but he would feel the tears near, and draw his breath till all comes out well, as of course it always does.

In all these books, there is that touch of the true artist that keeps the most important thing predominant in a dramatic simplification. The *Velveteen Rabbit* belongs to a Boy—we do not know his name, or what his home looked like, or exactly how many people were in his family, because it doesn't matter to the rabbit's story.

In her later writing, Mrs. Bianco has still published stories in this mood, such as *The Hurdy-Gurdy Man* and *The House that Grew Smaller*. But she has also interpreted America in a new sort of story. We can't call its humor anything at all but American, although I am always tempted to find elements of English influence in her writing. These stories are *The Street of Little Shops* and *The Good Friends*.

Then her love of animals has been given a word in *All About Pets* and *More About Animals*. These books seem to me to strike a new note in "nature" writing for children. An adult would call each chapter a charming essay, but children doubtless read them for the facts about the animals they know, and plenty of interesting facts and common-sense advice they find. Mrs. Bianco knows particularly about cats (they still own "Common People," whose portrait is the frontispiece of the last book) and Miss Rachel Field's "Trotty" is the Scotch terrier formerly owned by

Pamela. A procession of pets could be listed, dogs, cats, birds, turtles, and Mrs. Bianco's memories of all of them are included in these two books.

If you had ever seen her with a dog, you'd have another key to her character. The firmness results in good training, and the affection means that the dog will love her forever. It is typical of her, that, in *All About Pets*, she advises you to talk to your pets. Read the book and see why. It is also typical of her when I wrote my sorrow at cutting flowers, especially flowers I had grown myself, she wrote back that she always felt that way, and supposed her living room would soon have bunches of carrots and spinach while the flowers nodded on in the garden.

I believe that people's handwriting shows something about them—by no means everything!—and since Mrs. Bianco's is particularly beautiful, I have asked

your editor to make a line cut of it to show you. I don't want to "interpret" it, in any way, but you can see that a person who writes thus must have many interesting qualities beside a poetic imagination.

We find book reviews by this author all too seldom in the current press. She has a particular power of analyzing the

charm of another author's work, a fine insight into its significance; a wide background of reading, only partly in children's books, and a real ability at editorial criticism. I recall particularly her fine review of *Hitty* for the *Saturday Review*. One wants so good an author always to have time chiefly for her own writing, but we need her also in the field of criticism today. Fine taste, a very fair spirit, and ability to seize on what is right or wrong with a book, are not easy to come by in combination with the power to put it all down in charming English.

You know from her books that she has found unusual friends among "plain people"—the man at the "A and P," the gardener, the farmer's wife, the postman. But her friends range also through musicians, artists, authors, critics, in London and New York. I remember rare evenings in the studio on Mac-

Dougall Alley, when poets, painters, printers, publishers, came in casually, talked and argued, and went away refreshed. The picture they carried away held the treasured, battered old toys, a living cat and dog, drawings and paintings, the keen alert face of "The Captain," the thoughtful, gentle face of

Something the same lines. It'll come out queer, but I'm working on it for her, & if it's any good it might make a book after. Anyway that's her idea. You'll have a grand time with your seedlings! Have you got *Nigella*—"Love-in-a-mist"—it's as pretty as its name. *Bergamot* is lovely; I have that at the cottage. It runs underground like mint, & spreads very quickly. I never grow it from seed, but it roots very easily from slips & divisions. If you are after any out of the way herbs or flowers *Briers* & *Philadelphus* have one of the best lists I know, a lot of things other people don't usually keep.

Excerpt from a letter from Mrs. Bianco

# Nature Literature in a Rural School

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IF WE could take the time to go back over the history of the development of nature literature we should find one or two relevant facts. We should find that the nearer we came to the study of nature from a scientific point of view, the farther we got away from it in a literary way. We should also learn that there is a great middle ground, personal and accurate observation of nature facts, which, when reported as observations are more interesting than either of the other phases.

The late Dallas Lore Sharp reported in one of his lectures that he owed his interest in nature to the sympathetic coöperation of his teachers. He told the following incident in support of his statement:

One morning, when a very young lad, he was on his way to school but was arrested on his walk by the antics of a huge snake. So fascinated did he become that in watching the snake he forgot all about school and was unconscious of the passage of time. When he came to his senses, he seized the snake and ran as fast as he could, not pausing until he was well inside the school room, tardy of course. Did his teacher scold him for being late? She did not. Did she scream and frighten the children at the sight of the snake? No. She asked one pertinent question: "Dallas, is that a poisonous snake?" "Oh, no ma'am," the boy replied. "Then you may give it to me while you tell the other boys and girls all about it." The question of the boy's tardiness was of little moment in comparison with the incentive to na-

ture study which was given to all the children in that school that day. To Dallas it was a turning point in his life. His teacher believed him. His teacher encouraged him to make more and more personal observations.

Perhaps the child in a rural school can begin his nature study at this point. Perhaps the rural teacher can begin here also. No child in the most elaborate of city systems has a better opportunity for nature observation than the child who attends a rural school, who trudges back and forth through the fields day by day with every opportunity (under teacher direction) to learn first hand of birds and bees, ants, snakes and trees, gophers, butterflies, the sun, the rain and the clouds. How fortunate for him if he has a teacher who recognizes her responsibility and opportunity and directs him in the path of nature observation.

But, you will say, nature observation is not literature. True, but until the child is interested in the things he observes, he will never be interested in something that someone else has written about them. It is only through his own experience in the nature world that he is able to interpret the facts of nature literature as they are reported to him on the printed page. I can see how the observation of a spider web just outside the window, might give rise to question and answer, to oral stories about spiders, to stories of other spiders, to stories from the pen of Jean Henri Fabre, to written stories about spiders I have seen, to a scientific study of the spider, under the direction of

Vernon Kellogg and possibly, who knows, to an article on spiders in the *Nature Magazine*. Verily all this knowledge out of a little curiosity about a spider.

Many rural teachers make the mistake of believing that all knowledge must be classified, that the third grade and the first grade cannot be interested in the same thing, forgetting that out of the mouths of babes may come the wisdom of the ages. The childish imagination which gives the animals names and makes them talk and act as humans, is also fertile in finding the bluebirds' nest or naming the canary.

Bobby is an antiquated squirrel that visits our yard almost every day. We feed him nuts and crackers. The children who live on either side of us have learned that Bobby saves for the winter. If we give him peanuts with the shells on, he will bury them for the winter; if we shell them for him he will eat them at once from our hands. If we call him by other names he will not come; but if we call him Bobby he comes at once. Imagine my dismay when I found that Bobby had torn up two square feet of lawn looking for the last nuts I had given him and which he had buried and consequently lost.

Suppose the child told a story like that. Simple enough, but leading to an investigation of squirrels and their habits; a poem, "The Mountain and the Squirrel"; a drawing lesson; a song about a squirrel; all simple and natural approaches to a literary account of *The Tale of Squirrel Nutkin*, by Beatrix Potter or the story of *Happy Jack*, by Thornton Burgess.

One rural teacher, a student of mine, had the experience of spending the night alone in a one-room school during a severe blizzard. He had remained to read

after the children went home and was not aware of the storm until he found himself trapped. All night the storm howled. Drifts six and eight feet high surrounded the little building while the wind made a narrow lane encircling it so that it was not covered. Imagine the surprise of the farmers who came in the morning to dig out a young teacher to find crouched on the lee side of the building, six beautiful deer, driven there in an effort to find shelter and as in the case of the young teacher, trapped by the drifting snow. What an opportunity for that teacher to bring personal observation and nature study into the schoolroom. How much more interesting might become the account of the deer in Sharp's *A Watcher in the Woods*, or the essay on "The Hunting of a Deer" by Charles Dudley Warner. How much more sympathetically might the older children read the story of *Bambi* by Salten or the younger ones study the picture of "A Monarch in the Woods." Truly nature literature may be an intimate and personal thing, and, if observation is keen, the imaginary discrepancies in the writings of literary artists will be passed over with a smile and an indulgent chuckle by these young naturalists who are willing to give their woodland favorites all the leeway possible.

Nature literature as science in its true sense has little place in a rural school, but what a preparation for future scientific study will have been made, if both teacher and student enjoy the literary and observational phases of nature study together.

NOTE: This article was written at the request of one of my classes to contribute an article on nature literature to THE ELEMENTARY ENGLISH REVIEW which they might read.

—Clare M. Young

# Peter Parley's Books for Children

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THE AUTHOR of the Peter Parley books, Samuel Griswold Goodrich, published his one hundred and sixteen books for children with the definite objective of displacing "the bad books, the monstrosities, *Puss in Boots*, *Jack the Giant Killer* and others of that class."

When Samuel Goodrich was born in 1793, the *New England Primer* was still the only book for children in general use in Ridgefield, Connecticut, where his father was pastor of the Congregational Church. When he was ten, his father returned from a visit to Hartford bringing *Mother Goose*, *Goody Two Shoes* and *Gaffer Ginger* for his sons. Soon afterward, a playmate lent him a book containing *Red Riding Hood*, *Blue Beard*, *Jack the Giant Killer* and *Puss in Boots*. Samuel read the books, "but without relish." He took the stories so literally that he could not sleep at night and was comforted only when his mother told him that they were written merely to amuse boys and girls. To this the twelve year old sage replied, "Well, they don't amuse me!"

Hannah More's *Moral Repository* fell into young Goodrich's hands and was read with real enthusiasm. Twenty years afterward he went to England and called on Miss More, then a very old lady. He told her of his great debt to her and while talking, the idea of the Peter Parley books was born. Mr. Goodrich pursued the idea with zeal for he was convinced that "much of the vice and crime in the world are to be imputed to these atrocious books put into the hands of children and bringing them down to their own debased moral standard."

In 1827 *The Tales of Peter Parley About America* appeared, the first of a long line that followed in rapid succession. The books covered practically every subject, although history and geography received most attention. Philosophy, morals, manners, Indians, geology, animals, arithmetic, spelling and adventure, all were grist for his mill, which ground out in addition to the juvenile materials, fifty-four books for adults, and *The Token*, one of the best of the "Annuals" so treasured a hundred years ago. In addition, Mr. Goodrich started and edited for a short time, *Peter Parley's Magazine* for children.

All the Peter Parley books were much the same. At the head of each first page was a picture of a benign old gentleman, Peter Parley, seated in an arm-chair with a gouty foot extended at ease before him while a crutch lay nearby. The stories were told as though the old man were speaking to the group of children clustered about him.

The theory on which Mr. Goodrich based his books was that the minds of children should be filled with facts and objective truth. There was a definite effort made to interest children in the content of the books by means of numerous engravings. The print, too, was larger than that found in most children's books of that period. Most of all, Mr. Goodrich sought to end childish allegiance to cows that jumped over the moon, cats that came fiddling out of the barn and wolves that ate up aged grandmothers.

So copious a flow of books could hardly be the work of one man. Mr. Goodrich admitted that he did not do all the writing but said that each book was carefully

planned by him and then written by someone whom he paid. He felt that the planning and publishing gave him claim to the authorship. One of the early Peter Parley tales, based on the geography of America, was written by a then unknown young man, Nathaniel Hawthorne. Later, encouraged by the financial success of the Parley books, Hawthorne was persuaded by Elizabeth Peabody to write *Grandfather's Chair*.

There is no question about the financial success of the Parley tales. They sold by the millions in England and America. That there should be imitations is not surprising. Because copyright laws were very lax, no punishment seems to have been visited upon the counterfeiting publishers.

Mr. Goodrich tried his hand at poetry for children, for he felt that rhyme and rhythm were good for them. What he condemned were the "coarse, vulgar and offensive" sentiments of Mother Goose, although he admitted that he found "a sort of humor in the odd jingle and a certain music in the rhyme." He sought in his jingles to combine "frequent, repetitious rhymes" with "rational and kindly sentiments." He considered "The Toad's Story" one of his best poems. It has forty-five lines, but the following excerpts will suffice to show the style and sentiment.

Oh, gentle stranger, stop  
And hear poor little Hop  
Just sing a simple song,

Which is not very long—  
Hip, hip, hop.

When the rain patters down,  
I let it wash my crown  
And now and then I sip  
A drop with my lip:  
Hip, hip, hop.

And now I wink my eye  
And now I catch a fly  
And now I take a peep  
And now and then I sleep:  
Hip, hip, hop.

Mr. Goodrich died in 1860. Four years before that time he wrote to a friend: "I have written too much and have done nothing really well. You need not whisper it to the public, at least until I am gone; but I know, better than anyone can tell me, that there is nothing in this long catalogue that will give me a permanent place in literature. A few things may struggle upon the surface for a time, but like the last leaves of a tree in autumn, forced at last to quit their hold, and cast into the stream—even these will disappear and my name and all I have done will be forgotten."

True prophecy! The millions of volumes bearing Peter Parley's name have almost completely disappeared. The few that remain are interesting to collectors in the field of childrens' literature but Puss in Boots, Red Riding Hood and the other immortals hold in thrall the hearts of the children of each new generation.

# A New Game of Authors

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WHY CAN'T we make our own game of authors?" This question came from children in the fourth, fifth, and sixth grade recreatory reading classes after the *Junior Book of Authors* had been introduced to them. They had found that knowing something about the authors was as interesting and often as exciting as knowing the books written by these people. The effort to remember an author's name had ceased to be an effort for the majority of the ninety children.

In response to the question about their "own game of authors" it was suggested that the children think about it for a few days and then bring to class the names of books and authors they would like to include. In the meantime a game of authors was borrowed from one member of the classes. Four "books" from this game were put on the bulletin board in order that the children might have a chance to see what an author game was like.

The fifth grade was the first group to start making its game. When they had completed their suggestions of authors and had decided which of several writings to use for each author, they had fifteen different "books."

These were typed by an assistant on 3 x 5 cards. The cards were large enough so that they could be cut in two. The cutting was not done, however, until after the copy had been made twice on each card.

One difficulty in making the game was the lack of pictures of authors. This could not be remedied; therefore "our own

game of authors" was made without pictures, a not too serious defect since "author" pictures are usually very poorly printed. The name of the author and his books appeared in different order on each of four cards to make a "book." The first name on the card was typed entirely in capital letters. This indicated the name of that particular card.

In the case of a few authors the name of a short story or poem was used in place of a book title. James Whitcomb Riley is an example. Children know separate poems but not books by Riley. Names of books could have been found but they would have been unfamiliar and since it was "our own game of authors," it was decided to use "Little Orphan Annie," "The Raggedy Man," and "Mamie's Story of Red Riding Hood" in place of book titles.

When the fourth grade began work on its game of authors there was a little overlapping. After it was explained that any group could use any game, the children wanted to have no duplicates. The fourth grade game had fifteen "books" too. The sixth grade has not, as yet, made its game.

There are six sets of each of the games completed at present. These are kept in a table drawer in the recreatory reading room, where they are used during recreatory reading periods or before school in the morning and at noon. When every child is quite sure of the playing rules, several sets are going to be placed in home rooms for leisure time use.

The fifth grade authors are as follows: Clara Whitehill Hunt, Margaret Ash-

(Continued on page 165)

# Pep in Punctuation

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FORTY fourth graders were about to begin their English lesson. They opened their books to the assigned page and saw there in black letters, "A period is used at the end of statements. A period is used after abbreviations." Instead of sighs and listless attitudes of boredom there was an air of intense pleasure and interest as the day's lesson began. An outsider would have wondered what the cause might be, for only one who had been in the class for several days would realize that the children regarded the period not merely as a mark of punctuation but as a tiny round elf who could roll at will from the pages of a book.

"Oh, Miss Boulton, period elf came to see me last night." Johnny spoke excitedly, his face lit with the thrill of childhood for elves and fairies. "My mother was reading a story to me when period elf hopped right off the page. He rolled over to me and jumped into my hand. He sat in my hand for a long time, blinking and telling me how some printer had put him in the pages of a book. There he had sat at the end of a statement until last night when my mother started to read. I put him in my pocket so he couldn't get away. I can feel him in my pocket right now. He is rolling around trying to get out. I guess he wants to get back in a book."

"Johnny, I see him. He just now hopped out of your pocket and jumped into your language book. Look, there he is." Mary leaned over Johnny's shoulder and found a period on the open page of his language book.

Eager hands waved energetically as other fourth graders begged for a chance to tell their tales about period elf. He had

made many visits. With teasing ways he had pinched those who had forgotten to use him in their themes. He had jumped out of books to snuggle in pockets or to poise on the tips of pencils until needed at the end of statements.

As the children, alert and interested, wove fanciful tales about their small hero, I thought of my own experiences with punctuation and the feeling almost of nausea which had come over me at the mere mention of periods and commas. I had been taught in the old-school way, learning by heart and reciting in a sing-song manner the rules of punctuation. That these rules might be anything but deadly implements invented for the torture of small children had never occurred to me. They were to be learned for the language lesson and then discarded as soon as possible, as one would rid oneself of an annoying pest.

I found in my English work with the upper grades that I was not alone in this feeling. An undercurrent of groans could be heard whenever punctuation was mentioned. That fundamental basis for learning, interest, was entirely lacking. Themes innocent of periods or commas were often the result.

When I began to teach fourth graders the elements of punctuation, I resolved that I should bend every effort toward giving them a liking for and a real interest in this despised but necessary subject. Above everything else fourth graders love the little people of the unseen world. Why should I not make the marks of punctuation the personifications of these little people? Why should I not endow them with the personalities of tiny elves?

Thus the period had become a round

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little elf. The question mark was a hunchback, and comma always stooped when he walked. Exclamation point was a soldierly sort of fellow standing at attention. Our family included two pairs of twins, the quotation marks. Apostrophe was comma turned upside down.

Period was introduced to the class first. He was naturally a merry little fellow, but neglect had made him sad-faced and lonely. How unhappy he used to feel when fourth graders refused him his position at the end of statements or abbreviations. And how he used to dance with glee when children gave him his proper places in their themes.

Soon the little elf's picture was drawn and placed on the blackboard in front of the class. Underneath the picture his positions were shown. He hopped gleefully on one leg at the end of a statement, and he sat contentedly after *Mr. Mrs. Dr.* and other abbreviations.

Question mark, the hunchback, came next. He was found to be as insistent as period on being given his proper place. How indignant he would become when he found period sitting in his rightful position. Period didn't mind leaving when question mark asked him to, because he didn't like to sit in question mark's place, anyway, though thoughtless children sometimes obliged him to.

Comma, the round-shouldered fellow, was found to have more positions than anyone else in the family. He seemed to love to do all kinds of work and was

forever finding something new to do. So it seemed to the children as they added uses of the comma to those already learned. He simply couldn't stand to be placed where period belonged, though. He said he thought he had enough to do with more jobs than anyone else in the punctuation family, without having to do period's work for him. The comma fault was not mentioned, but a watchfulness for this common error was thus implanted in the children's minds.

The quotation marks were clannish fellows. They always stayed close together, one pair of them at the beginning and the other pair at the end of quotations. Exclamation point, standing straight and tall, and apostrophe, who was like comma standing on his head, completed the group.

After each mark of punctuation had been introduced to the class, its picture was drawn on the board. An interesting review lesson consisted in writing underneath each mark of punctuation illustrations of its uses. The class closely examined the examples for possible errors, for they felt a keen interest in seeing that the elves of punctuation-land were properly treated.

Story telling hour was often filled with tales of the wee punctuation folk. Their adventures were thrilling and at times absurd, but they all revealed the fact that punctuation had been raised from the level of dreary routine to the magic glory of fancy-land.

# Reading Disabilities and Their Correction

## A Critical Summary of Selective Research

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(Concluded from May)

**Monroe, Marion**, *Children Who Cannot Read*. University of Chicago Press, 1931. Study made under the auspices of the Behavior Research Fund and Illinois Institute for Juvenile Research.

*Character of Research*: Analytic, statistical and experimental.

*Problem*: To determine the causes, characteristics and frequency of reading disabilities; to develop diagnostic tests, and to select and apply remedial methods of instruction.

*Limitations of Study*: The experimental group consisted of 415 poor readers referred to the Illinois Institute for Juvenile Research during the years 1929 to 1932. Two control groups were used; 101 school children in the lower grades of a representative school population, and one hundred children who were referred to the Illinois Institute for Juvenile Research for problems other than reading, and who were satisfactory readers. The latter control group was paired with one hundred poor readers (a sampling of the experimental group) in chronological age, mental age, intelligence quotient, and sex.

*Procedure*: The experimental group and the clinic-control group were given routine clinical examinations including social histories, medical, psychiatric and psychological tests, and a series of diagnostic reading tests, but did not receive medical and psychiatric study. The data were compared for the groups and any differences were treated statistically to determine reliability. Norms were established for the diagnostic tests and for reading-errors of different types from the first to fifth grade inclusive. Reliability of the tests was determined by retests of fifty children within six months of the original test. Remedial instruction was carried out in cooperation with public school teachers and tutors. Retests were made to measure progress. The progress of 235 children who received remedial instruction was com-

pared with that of a group of fifty children who received no special help.

*Specific Findings*: (1) Of the school children, 12% were found to have reading disabilities. (2) The intelligence tests revealed that poor readers have all degrees of intelligence from defective to very superior, with a normal distribution of intelligence quotients.

**Peck, Olive S.**, "The Reading Ability of Sight Saving Class Pupils in Cleveland, Ohio." An independent experimental study under the auspices of the Board of Education, Cleveland, Ohio, January 1931 and January 1932. *The Sight Saving Review*, Vol. III, No. 12, June 1933.

*Character of Research*: A study of the reading achievement of pupils with seriously defective sight, using an experimental time element.

*Problem*: (1) To reproduce the Stanford Achievement Test in Reading in type large enough for children with seriously defective sight to read. Permission for experiment with material granted by the World Book Company. (2) To compare reading ability of sight saving children with that of pupils in regular grades. (3) To measure gain in reading standard when extra time was allowed. (4) To compare the median reading achievement quotients with median intelligence quotients for regular time and time and one-half.

*Limitations of Study*: (1) No comparative study of gain made by pupils in regular grades if given extra time allowance on the same test. (2) Time allotment set arbitrarily. (3) Large range of eye difficulties and amount of vision makes the problem an individual or a small group study. Comparisons using the whole group do not give a correct picture of the extremes. (4) Findings based upon small number of cases in some grades.

*Procedure*: In January 1932, the test was given to every pupil in the sight saving classes in Cleveland in Grades 2-B to 9-A. It was repeated in Janu-

\* Final installment of the Third Annual Research Bulletin of The National Conference on Research in Elementary School English, appearing serially in *THE REVIEW*.

ary 1933. All the testing was done by the writer in order to secure uniformity in administering the test. The papers were corrected by the teachers. Scores were computed by the writer. Graphs were made showing comparison of the reading achievement for regular time and time and one-half. Graphs also showed the comparison of the results for 1932 and 1933. An analysis of reading ability in paragraph comprehension, sentence meaning, and word meaning was made with the results of 1932 and 1933. An individual record of the results was filed for each child. These records were used as a basis for teacher conferences.

*Specific Findings and Implications:* (1) Most sight saving pupils, when given type of correct size and enough time, read comprehendingly within the range of their mental ability regardless of their eye defects. (2) Pupils compared better with author's norms when given time and one-half than when given regular time. (3) Results of the January 1933 test showed marked improvement in most grades over the results of January 1932.

**Peters, Clarence A.,** "A Study of Facility in Mirror Reading." Master's Thesis, School of Speech, University of Iowa. Directed by Dr. Wendell Johnson, 1934. Published in *Archives of Speech*, November 1934. Filed in education library.

*Character of Research:* Experimental study of ability in mirror reading of normal right and left handed speakers and of speech defectives.

*Problem:* The problem involves investigation of the question as to whether facility in mirror reading is related to the functions of speech and reading and to various evidences of laterality.

*Limitations of Study:* (1) Each subject was allowed ten minutes to read the mirror script. (2) One hundred high school students participated in the tests. (3) The data were secured in the public schools of Kalamazoo, Michigan. I.Qs. and case histories were obtained from the research department of the public schools. (4) Fifty normal speakers were matched in age and intelligence with fifty speech defectives to provide comparisons.

*Procedure:* Subjects were divided into four groups: Right normals, left normals, stutterers, and oral inaccuracies. Each subject was tested to determine eye dominance, visual acuity, silent reading ability, handedness and mirror reading ability. Handedness was determined by admission, star tracing, hand claspings, and a battery of performance tests. Mirror reading ability was determined by requiring the subject to read in a mirror a page of typed words listed in disconnected series in lines. Scores were computed in seconds. Normal reading time and mistakes in seconds were subtracted from the total mirror reading time.

*Conclusions:* (1) The findings imply a very definite and statistically significant relationship between facility in mirror reading and stuttering. (2) A relationship was found between facility in mirror reading and confused handedness. (3) No significant relationship was found between either left handedness or right handedness and mirror reading ability. (4) The lack of relationship between mirror reading ability and oral inaccuracy, silent reading rate, and silent reading comprehension, and intelligence quotient serves to emphasize the significance of the relationship between stuttering and mirror reading ability.

**Phillips, Albert J.,** "The Nature of and Extent to Which Left- and Right-Handed Children Make Reversals in Reading and Related Activities." Directed by Dr. Clifford Woody, August 1933. Filed in the graduate school, University of Michigan. Article in *THE ELEMENTARY ENGLISH REVIEW*, April 1934, Vol. XI, No. 4.

*Character of Research:* Analysis of reversals made by 136 matched pairs of left- and right-handed children in oral and written responses to tests involving reading and related activities.

*Problem:* (1) To determine the extent to which the left-handed and right-handed pupils in the first three grades make reversals in reading and closely related activities. (2) To determine the nature of the reversals which are made by the two handedness groups. (3) To determine if left-handed children make opposite responses to those made by right-handed children on certain test situations.

*Limitations of Study:* (1) Did not consider groups of so-called naturally left-handed pupils who had been trained to be right-handed or groups in which neither left- nor right-handedness is dominant. (2) May not have had a sufficient amount of contextual material in his tests. (3) Has not transmuted the different types of errors into comparable standards of achievement.

*Procedure:* The literature relating to handedness and reading disabilities was reviewed. Items were selected upon which reactions of left- and right-handed children were desired and tests were constructed. Five different types of tests were devised for determining the nature and extent of reversals: (a) in the pronunciation of words in isolated lists or in context; (b) in naming letters; (c) in seeing likenesses and differences in designs, numbers, and words; (d) in eye and hand movements; (e) in writing letters of the alphabet, in making digits from one to ten, and in drawing a series of designs from memory.

Matched groups were selected with chronological age, sex, reading ability, grade, section of grade, classroom, teacher of reading, and mentality rating

held constant; 33 pairs were in grade 1; 55 pairs in grade 2; and 48 pairs in grade 3. The matched pairs were tested with both individual and group tests. The tests were read, scored, and the data tabulated. Five types of reversals were tabulated; (1) "total" reversals like *was* for *saw*; (2) "partial" reversals like *grab* for *garb*; (3) "letter" reversals like *b* for *d*; (4) reversals in "sequence of words," like *often* *they would* for *they would often*; (5) "digit" reversals like *3* for *5*.

**Specific Findings and Conclusions:** (1) Left-handed children make no more reversals in reading and related activities than do right-handed children. (2) The tendency to make reversals decreases from grade to grade. (3) Left-handed children are able to differentiate between likenesses and differences as readily as right-handed children. (4) Dominant eyedness seems to have no relation to the tendency to make reversals. (5) Reversals make up about one-tenth of the errors on the reading tests in this study. (6) Errors made on the central part constitute one-fourth of the errors made on the reading tests in this investigation. (7) The normal left-handed child in Grades I, II, and III reads from left to right.

**Implications:** (1) Teachers, feeling that left-handed pupils may have a tendency to make reversals, exercise more care with them to prevent such responses than with the right-handed pupils. (2) Handedness *per se* with the two groups under consideration had little or no influence on the type of reading responses made.

**Sears, Richard,** "Measurements of Associative Learning in Mentally Defective Cases of Reading Disability. Evidence Concerning the Incidence of 'Word-Blindness.'" (From the Wayne County Training School at Northville, Michigan.) Directed by Thorleif G. Hegge. Accepted for publication in *Journal of Genetic Psychology*, 1934.

**Character of Research:** Experimental and clinical study.

**Problem:** To investigate the influence of certain associative learning abilities in the causation of severe special reading disability among higher grade mental defectives.

**Limitations of Study:** Twenty-three cases, all institutionalized higher grade mental defectives who were poor word readers, were studied. Average Stanford Binet I.Q., 72.1; average M.A., 10.0; average arithmetic computation grade (Stanford Achievement Test), 3.8; average reading grade (modification of Marion Monroe's test battery), 1.8.

**Procedure:** Gates' six associative learning tests, which utilize "artificial" letter-like and word-like symbols in situations similar to those encountered in the early stages of learning to read were given to the subjects in the course of clinical practice. The re-

sults were compared with grade and age norms established by Gates for normal readers of normal intelligence.

**Conclusions:** It was found that in each of the associative learning tests the average score of the group was close to or above expectancy for mental age. Scores of different individuals in the same test and of the same individual in different tests were found to be consistently high. There was no appreciable difference in incidence of low grade scores in visual-visual as compared with visual-auditory association. There was a slight, rather inconsistent tendency toward greater frequency of low grade scores in tests utilizing the more complex visual word-like patterns. Rapid progress of the cases under individual remedial training in reading (particularly during the earlier stages) tends to confirm the high learning test scores. It is concluded that the evidence excludes "word-blindness" in the sense of a special disability caused by a specific organic brain defect, as an explanation of the reading difficulty in at least 19 of the 23 cases. It seems probable that, even in mental defectives, deficiencies in the abilities measured by the Gates associative learning tests are seldom significant causes of reading disability.

**Teegarden, Loreen,** "Clinical Identification of the Prospective Non-Reader." Portion of research for Ohio State University. Directed by Dr. Henry H. Goddard. 1931. *Journal of Child Development*, December 1932. Complete dissertation, "Seeing Things Backward," on file at Ohio State University library.

**Character of Research:** Clinical examination, group testing, and statistical analysis to determine reading readiness of children entering the first grade.

**Problem:** To discover the clinical psychological pictures characteristic of children entering the first grade, with different degrees of the tendency to reverse and confuse symbols.

**Limitations of Study:** Fifty first grade children selected from three city schools in districts of three different social and economic levels, and showing the reversal tendency in different degrees, were given individual psychological examinations. Findings were related to reading achievement of the children, measured by standardized tests at the end of school year.

**Procedure:** Children were selected for examination on the basis of their performance in group tests for the tendency to reverse and confuse symbols (not described in this article) given early in the school year. Clinical examination given during the first semester of the year included Stanford-Binet scale, a form board, eye co-ordination, lateral dominance, spontaneous tendency to turn to right or left, and

system or organization used in reaction to symbols. To determine the validity of the study, clinical findings were analysed in relation to reading achievement, measured at the end of the school year.

*Conclusions:* (1) Two potent factors in learning to read are intelligence and the degree or tendency to reverse and confuse symbols, which are relatively independent variables. (2) Other things being equal, the child with the better intelligence makes the better progress in reading. (3) Other things being equal, the child with less tendency to reversal makes the best reading progress. (4) A very bright child is capable of overcoming a strong reversal tendency and learning to read in spite of it. (5) Consistent right dominance or left dominance or ambidexterity with consistent use of either eye, are the conditions of lateral dominance most favorable to reading. (6) Ambidexterity, with absence of eye dominance or use of right hand with left eye, or vice versa, are less favorable to rapid progress in reading. (7) It was found possible, by the use of group and individual tests, to select early in the first year those children who would need special help in learning to read.

**Warnke, Evelyn.** "A Diagnostic Study of Twenty-five cases of 'Non-Readers,'" Master's Thesis. Directed by Miles A. Tinker, Department of Psychology, University of Minnesota. July 1931. Unpublished.

*Problem:* By means of standardized tests an at-

tempt was made to analyze the factors contributing to marked reading disability in the 25 cases considered most retarded by their teachers in a group of Minneapolis public schools.

*Procedure:* A case study was made of each individual and remedial measures suggested. Range in chronological age was 8.6 to 13.76 years, in mental age, 7.3 to 12.5 years, in I.Q., 82 to 125, and in school grade, 2-B to 7-B. Intelligence was measured by the Stanford Binet test. Gates' silent reading and diagnostic tests plus Gray's oral reading passages were used. All testing was done individually.

*Results:* A few cases were not actually retarded in reading in terms of expectations for their mental age. All others were uniformly retarded in the phases of silent reading measured by the Gates tests. As for fundamental capacities, such as phonetics, visual perception, etc., however, retardation in none was common to all subjects. Here each subject's disability seemed to be specific to a large degree. The capacity most frequently inadequate was phonetics. The only other deficiency that appeared significant was visual memory span. Most subjects revealed emotional disturbances such as extreme timidity and unhealthy reactions to the home environment.

*Conclusions:* It was concluded that, when intelligence is eliminated, the causes of reading disability are somewhat specific. For this group, deficiency in phonetic ability seemed more important than most of the other capacities measured.

## BIBLIOGRAPHY OF RESEARCH RELATING TO READING DISABILITIES

**Buckingham, B. R.** "New Data on the Typography of Textbooks." Independent study under the auspices of Ginn and Company, D. C. Heath and Company, and Houghton Mifflin Company, 1930. Published, 1931, in *The Textbook in American Education*, The Thirtieth Yearbook, Part II, of The National Society for the Study of Education.

*Character of Research:* Experimental investigation of cost and readability of various type pages for the second grade.

*Problem:* To find the readability of each of 18 specifications (involving sizes of type, lengths of line, and amounts of leading) and the cost of a book made according to each of these specifications.

**Carter, Homer L. J.** "An Attempt to Increase Reading Efficiency." *Educational News Bulletin*, Vol. II, No. 9, June, 1932.

*Character of Research:* Illustrative case study involving a reading deficiency with description of

analytical techniques and remedial procedures.

*Problem:* To determine the cause of retarded reading ability in a ten-year-old boy.

**Cooper, Hugh A.** "A Rating of Eleven Well-known Beginning Reading Series Based Upon an Analysis of the Rate of Introduction of New Vocabulary Words, the Type of Sentence Used, and the Subjective Rating of these Readers by one hundred and fifty Public School Educators." Master's Thesis, School of Education, University of Michigan. Directed by Dr. Clifford Woody, 1932. Unpublished. Filed in education library.

*Character of Research:* An analytical investigation of specific difficulties which children experience with beginning reading.

*Problem:* To determine from first-semester materials of each of eleven well-known basal reader series some of the serious obstacles which cause the child difficulty in learning to read.

**Crider, Blake.** "Ocular Dominance: Its Nature, Measurement, and Development." Doctor's Dissertation, Department of Psychology, Western Reserve University. Unpublished. Filed in graduate school library, November, 1933.

*Character of Research:* A study of ocular dominance by means of testing techniques.

*Problem:* (1) To determine the reliability and validity of all suitable non-laboratory tests of ocular dominance. (2) To determine the relationship of ocular dominance to chronological age, hand preference, double images, sex, intelligence, visual acuity, frequency of unilateral sighting, eye-muscle insufficiency, peripheral vision, and miscellaneous testing situations.

**Davidson, Helen P.** "An Experimental Study to Determine the Extent to which Unselected Young Children Confuse the Letters, *b*, *d*, *p*, and *q*." An independent study made while psychologist in the Department of Child Guidance, Bedford Hills, New York, in 1932. To be published shortly in the *Journal of Genetic Psychology*.

*Problem:* A previous study deals with the reversal of geometric forms and of words. This experiment was devised to determine the extent to which unselected young children confuse *b* with *d*, and *p* with *q*. The study was not confined to these well known confusions, but was extended to determine whether these letters were apt to be confused with other letters, and the letters *e* and *n* were similarly studied.

**Deputy, Erby Chester.** "Predicting First-Grade Reading Achievement." Doctor's Dissertation, Teachers College, Columbia University. Directed by Dr. A. I. Gates. *Contributions to Education*, No. 426. Bureau of Publications, Teachers College, Columbia University, 1930.

*Problem:* A study of reading readiness.

**Donnelly, H. E.** "A Study of Word Recognition Skills in Grade One." Master's Thesis, School of Education, Boston University. Directed by Dr. Donald D. Durrell, 1932. Unpublished. Filed in the education library.

*Character of Research:* Experimental study of the differences in the growth of word recognition skills of children in the first year of school.

*Problem:* To construct a sensitive test for clinical use with first grade children; to determine whether third month and sixth month word recognition skills are indicative of ninth month performance; and to determine whether significant sex differences in reading appear early in this grade.

**Dunn, Fannie Wyche.** "Interest Factors in Primary Reading Material." Doctor's Thesis. *Contributions to Education*, No. 113. Bureau of Publication, Teachers College, Columbia University, New York City, 1921.

*Problem:* What are the elements in primary reading material that are of interest to children in the first grades of the elementary school?

**Field, Helen A.** "Extensive Individual Reading versus Class Reading." A study of the development of reading ability in the transition grades. Doctor's research. Teachers College, Columbia University. *Contributions to Education*, No. 394. Bureau of Publications, Teachers College, Columbia University, 1930.

*Problem:* Which is more valuable in building up skills in reading in the second, third, and fourth grades—extensive individual reading or class reading?

**Gates, Arthur I.** "Functions of Flash-Card Exercises in Reading." *Teachers College Record*, Vol. XXVII, pp. 311-327. December, 1925.

*Problem:* To test the influence of specific practice in flash-card drill on a variety of other reading functions such as recognition of words in ordinary type, speed and accuracy of oral reading of printed series of words, etc.

**Gates, Arthur I.** *Interest and Ability in Reading*. Macmillan, 1930.

*Purpose:* A discussion of the experimental studies of the influence of the vocabulary burden on reading interest and ability. An evaluation of some of the studies that have been made on vocabulary difficulties and eye movements, number of words taught and methods of teaching them in typical schools, number of words learned per year by pupils of low, average, and superior intelligence. A discussion of the results of a series of experiments to determine the influence of the "type" of materials, the literary characteristics, and the reading purpose and situation in ordinary school instruction.

**Gates, Arthur I.** *New Methods in Primary Reading*. Bureau of Publications, Teachers College, Columbia University, 1928.

*Purpose:* The results of experimental and statistical studies reported in this volume are used in outlining a program for instruction in reading in the elementary grades. Pages 32 to 97 embody the results of two investigations of phonetic versus non-phonetic or "intrinsic" methods. Pages 97 to 106

report certain case studies of the use of phonetic and intrinsic methods. Pages 127 to 160 give the results of an elaborate study of the phonetic and visual elements of English words. Pages 182 to 233 outline a proposed method of teaching.

**Gates, Arthur I.** *A Reading Vocabulary for the Primary Grades.* Bureau of Publications, Teachers College, Columbia University, 1926.

*Problem:* The list was constructed primarily as a source of words for use in teaching reading in grades one, two, and three.

**Gates, Arthur I.** "A Series of Tests for the Measurement and Diagnosis of Reading Ability in Grades Three to Eight." *Teachers College Record*, Vol. XXVIII, No. 1, September, 1926.

*Purpose:* A discussion of the need for a series of tests to measure rate of reading, accuracy of reading, comprehension of reading, and the degree of reading technique.

**Gates, Arthur I.** "A Study of Ability in the Pronunciation of Words." *Teachers College Record*, Vol. XXVI, No. 3, November, 1924.

*Problem:* The construction of a word pronunciation test to be used primarily as an instrument in the diagnosis of special difficulties in reading.

**Gates, Arthur I.** "Study of Depth and Rate of Comprehension in Reading by Means of a Practice Experiment." *Journal of Educational Research*, Vol. IV, pp. 37-50, January, 1923.

*Problem:* To ascertain the influence of practice upon rate of reading and the influence of practice in power of comprehension.

**Gates, Arthur I. and Van Alstyne, Dorothy.** "The General and Specific Effects of Training in Reading with Observations of Experimental Technique." *Teachers College Record*, Vol. XXV, pp. 98-123, March, 1925.

*Problem:* To ascertain some of the facts concerning the general and specific effects of training certain types of reading reactions.

**Hegge, Thorleif G., Sears, Richard, and Kirk, Samuel A.** "Reading Cases in an Institution for Mentally Retarded Children." (From the Wayne County Training School at Northville, Michigan.) Published in *Proceedings of the American Association for the Study of the Feeble-minded*, May, 1932.

*Character of Research:* Analysis of reading disability cases and of training results.

*Problem:* (1) To study the factors constituting a reading case in the I.Q. range 60 to 80; (2) to determine the progress of such cases when given remedial instruction in reading.

**Jones, Mary Agnes.** "A Study of the Reversal Tendency in Grade One of the Ashby Street and E. A. Ware Schools." Master's Thesis, Department of Education, Atlanta University, Atlanta, Ga. Directed by Professor Hattie Feger, 1933-1934. Unpublished. Filed in university library.

*Character of Research:* Experimental identification of prospective poor readers.

*Problem:* To identify in the first few weeks of school those pupils who are likely to become failures in reading because they show a decided tendency to the reversal error, and to compare the achievement of this group with that of those who show little or no tendency to the reversal error.

**Kirk, S. A.** "The Effects of Remedial Reading on the Educational Progress and Personality Adjustment of High-Grade Mentally Deficient Problem Children: Ten Case Studies." (From the Wayne County Training School at Northville, Michigan, Thorleif G. Hegge, Ph.D., Scientific Director.) Published in *The Journal of Juvenile Research*, Vol. XVIII, pp. 140-162, July, 1934.

*Character of Research:* Case study and educational test method.

*Problem:* To study the effects of short periods of remedial training in reading on educational progress and adjustment.

**Kirk, S. A.** "A Study of the Relation of Ocular and Manual Preference to Mirror Reading." (From the Wayne County Training School at Northville, Michigan, Thorleif G. Hegge, Ph.D., Scientific Director.) Published in *The Journal of Genetic Psychology*, Vol. XLIV, pp. 192-205, March, 1934.

*Character of Research:* An experimental comparison of the mirror-reading ability of children with sinistral and dextral eye preference.

*Problem:* To study whether or not there is a relationship between ocular and manual preference and mirror-reading.

**Lee, Doris May.** "The Importance of Reading for Achieving in Grades Four, Five, and Six." Doctor's Dissertation. Directed by Dr. Arthur I. Gates. *Contributions to Education*, No. 556. Bureau of Publications, Teachers College, Columbia University, 1933.

*Problem:* To determine some of the ways in which reading is related to achievement.

**Luckiesh, M. and Moss, Frank K.** "The Dependency of Visual Acuity upon Stimulus Distance." Lighting Research Laboratory, General Electric Company, Nela Park, Cleveland. *Journal of the Optical Society of America*, Vol. XXIII, page 25. 1933.

*Character of Research:* A study of visual acuity by the typical methods of physiologic optics.

*Problem:* To determine the relationship between visual acuity and fixational distance for various types of test-objects and brightness-levels.

**Morrison, John R.** "A Comparative Study of Superior and Retarded Readers." Master's Thesis, School of Education, University of Michigan. Directed by Dr. Clifford Woody, 1932. Unpublished. Filed in education library.

*Character of Research:* A thorough analysis and appraisal of the results obtained from a variety of reading and other tests, a study-habit questionnaire, and an interview blank.

*Problem:* To determine the factors which condition reading ability on the sixth grade level.

**Orndorff, Bernice.** "An Experiment to Show the Effect of Sentence Length upon Comprehension." Master's Thesis, College of Education, University of Iowa. Directed by Dr. Ernest Horn, 1925.

*Character of Research:* Experimenting with long and short sentence material.

*Problem:* To determine the effect of sentence length upon comprehension.

**Raguse, Florence W.** "Qualitative and Quantitative Achievements in First Grade Reading." Introduction by Arthur I. Gates. *Teachers College Record*, Vol. XXXII, No. 5. February, 1931. Teachers College, Columbia University.

*Purpose:* The presentation of a report on the attainments in reading achieved by the first grades of the East End School of Indiana, Pennsylvania.

**Reed, Mary M.** "An Investigation of Practices in First Grade Admission and Promotion." Doctor's Dissertation, Teachers College, Columbia University. *Contributions to Education*, No. 290. Bureau of Publications, Teachers College, Columbia University, 1927.

*Problem:* What are the factors that administrators use to determine the admission of kindergarten and non-kindergarten children to first grade, and what are the promotion factors?

**Richards, T. W.** "A Case of Reading Disability Due to Deficient Visual Imagery." Independent study, Psychological Clinic, University of Pennsylvania.

Directed by Lightner Witmer, 1932. Published in *Psychological Clinic*, XX, pp. 120-124. 1932.

*Problem:* The remedial teaching in reading of a boy who was, after a year in the first grade, practically unable to read.

**Richards, T. W.** "A Clinical Study of a Severe Case of Reading Disability in a Left-Handed Child who was Taught to Read by a Combined Grapho-Motor and Voco-Motor Method." Independent study, Psychological Clinic, University of Pennsylvania. Directed by Lightner Witmer, 1931. Published in *Psychological Clinic*, XIX, pp. 285-290. 1931.

*Problem:* To illustrate the method of teaching required in an individual case of severe reading disability.

**Rhynsbarger, Amelia H.** "A Study of Comprehension in Silent Reading." Master's Thesis, College of Education, University of Iowa. Directed by Dr. Everett F. Linquist, July, 1930.

*Character of Research:* A study of two types of tests in regard to comprehension.

*Problem:* To determine whether or not an acceptable score on a true-false test necessarily implies exact understanding, and to show, if possible, the influence of certain word meanings.

**Sears, Richard.** "Characteristics of Mentally Defective Reading Cases as Related to Trainability: Three Comparative Case Studies." (From the Wayne County Training School at Northville, Michigan.) Directed by Dr. Thorleif G. Hegge. Unpublished. Filed at the Wayne County Training School. 1934.

*Character of Research:* Clinical and analytical.

*Problem:* To investigate the causation of special reading disability, the effects of remedial training, and the limits of trainability in reading in three mentally defective cases of similar mental, educational, and social status.

**Standing, Ethel S.** "The Effect of Reading in the Primary Grades upon Spelling." Master's Thesis, College of Education, University of Iowa. Directed by Dr. Ernest Horn, August, 1929.

*Character of Research:* Analysis of test results.

*Problem:* To compare the frequency with which words are found in readers used in primary grades with the accuracy with which they are spelled by first grade pupils.

**Stevens, Avis C.** "The Administration of a Reading Clinic." One part of "Special Disabilities in Reading as Diagnosed and Corrected in a Reading Clinic." Seminar paper. Graduate School,

Western Reserve University. Adviser, Margaret L. White. Seminar directed by Dr. Dewey Anderson and Dr. M. Herz, Brush Foundation, 1934. Unpublished. Filed in the Carl Hamann Library of Anatomy, School of Medicine, Western Reserve University.

*Character of Research:* Analytical appraisal of the administration of a school reading clinic.

*Problem:* To determine if adequate remedial instruction can be given by the classroom teacher in addition to her regular duties.

**Taylor, E. A.** "Diagnosis and Correction of Reading Habits by Means of the Oculo-Photometer and Synchroptiscope." 1932. Unpublished. Filed with the Educational Laboratories Inc., Brownwood, Texas.

*Character of Research:* An experimental study in which two new educational instruments, the oculo-photometer or portable binocular eye camera, and the synchroptiscope, or rhythm-reading instrument, were used.

*Problem:* The purpose of the experiment was to study the effect of synchroptiscope reading.

**Teegarden, Loreen.** "Seeing Things Backwards."

A study of the relation between the tendency to reversal in reading and other clinical symptoms in first grade children. Doctor's Dissertation, Ohio State University. Directed by Dr. Henry H. Goddard, 1931. Abstract published in *Abstracts of Doctors' Dissertations*, No. 8. Ohio State University Press, 1932. Dissertation filed in the university library.

*Character of Research:* Group testing, clinical examination, statistical analysis.

*Problem:* (1) Measurement of tendency to reverse and confuse symbols at the time when children enter the first grade. (2) Clinical study of children, showing the reversal tendency in different degrees. (3) Comparison of findings of the foregoing with actual reading progress at the end of the grade.

**Teegarden, Loreen.** "Tests for the Tendency to Reversal in Reading." Portion of research for Doctor's Degree, Ohio State University. Directed by Dr. Henry H. Goddard. 1931. *Journal of Educational Research*, Oct. 1933. Vol. XXVII, pp. 81-97. Dissertation complete, "Seeing Things Backwards," filed in the university library.

*Subject:* Reading readiness in children entering the first grade.

*Character of Research:* Group and individual testing, and statistical analysis.

*Problem:* (1) Measurement of tendency to reverse and confuse symbols at time children enter the first grade. (2) Correction of this tendency with the reading level at the end of the first grade.

**Thompson, Helen.** "An Experimental Study of the Beginning Reading of Deaf-Mutes." Doctor's Dissertation. Directed by Dr. A. I. Gates. *Contributions to Education*, No. 254. Bureau of Publications, Teachers College, Columbia University, 1927.

*Problem:* To find the relative merits of the oral and of the silent methods of teaching deaf-mutes.

**Townsend, George Wilson.** "The Effect of Punctuation upon Comprehension. A Four Part Rotation Experiment in Punctuation." Master's Thesis, School of Education, University of Pittsburgh. Directed by Dr. Gerald A. Yoakam, 1930. Unpublished. Filed in the university library.

*Problem:* To investigate the actual effect of punctuation upon the comprehension of reading materials in the eighth grade.

**Twitmyer, Edwin B., and Nathanson, Yale.** (1) "The Determination of Laterality," (2) "Auditory Perceptibility: Acuity and Dominance," (3) "Visual Perceptibility: Acuity and Dominance." University of Pennsylvania, Department of Psychology. Parts 1 and 2 have already appeared in *The Psychological Clinic*. Part 3 will appear in its next issue.

*Character of Research:* A questionnaire (T-N 50) is employed for the determination of general laterality. Auditory and visual acuity and dominance are determined by apparatus and techniques following a method indicated as T-N 51 and T-N 52 respectively.

*Problem:* To determine whether there can be established the concept of corticle dominance which manifests itself in a consistent bodily, auditory, and visual dominance.

**Unzicker, Cecilia E.** "An Experimental Study of the Effect of the Use of the Typewriter on Beginning Reading." Doctor's Dissertation. Sponsor, Dr. A. I. Gates. *Contributions to Education*. No. 610. Bureau of Publications, Teachers College, Columbia University, 1934.

*Problem:* The effects of the typewriter on learning to read in the first grade.

**Updegraff, Ruth.** "The Correspondence between Handedness and Eyedness in Young Children." Independent study. Iowa Child Welfare Research Station, State University of Iowa. *Journal of Genetic Psychology*, Vol. XLII, pp. 490-492. 1933.

*Problem:* To study the correspondence between handedness and eyedness in children of preschool age.

**Updegraff, Ruth.** "Ocular Dominance in Young Children." Independent study, Iowa Child Welfare Research Station, State University of Iowa, *Journal of Experimental Psychology*, Vol. XV, No. 6, pp. 758-766. December, 1932.

*Problem:* To test ocular dominance of young children.

**Visitation, Sister Mary of the.** "Visual Perception in Reading and Spelling: A Statistical Analysis." Catholic University of America, *Educational Research Bulletin*, Vol. IV, No. 1, p. 48. 1929.

*Problem:* To ascertain the relations existing between various forms of visual perception and reading and spelling among elementary school children.

**White, Margaret L., and Stevens, Avis C.** "Measurement of Reading Readiness." A study in test construction. Cleveland Public Schools, 1928-34. Unpublished.

*Character of Research:* To determine an adequate means of grouping children for beginning reading and to predict the ease with which a child will learn to read.

*Problem:* To analyze the elements essential to the reading process and to construct a test which

will reveal adequately the abilities and skills necessary for reading readiness.

**Yoakam, Gerald Alan.** "The Effect of a Single Reading on the Retention of Various Types of Material in the Content Subjects of the Elementary School Curriculum as Measured by Immediate and Delayed Recall." Doctor's Dissertation, University of Iowa. Directed by Dr. Ernest Horn, August, 1922. Published.

*Character of Research:* Analysis of test results.

*Problem:* To measure the effect of a single silent reading of various types of content material common to the elementary school.

**Young, William Ernest.** "The Relation of Reading Comprehension and Retention to Hearing Comprehension and Retention." Doctor's Dissertation, College of Education, University of Iowa. Directed by Dr. Ernest Horn, August, 1930. Not published.

*Character of Research:* Analysis of test results.

*Problem:* What is the relation of comprehension and retention in reading to comprehension and retention in hearing? A corollary problem was: To what extent is reading ability a result of good language comprehension?

## A TRIBUTE TO MARGERY BIANCO

(Continued from page 149)

Margery, the lovely youth of Pamela, with golden braids wound around her head.

Mrs. Bianco is very modest and hates to "make speeches," yet the few times she has "spoken" are unforgettable. It is a courageous and valiant as well as a

poetic and practical person who looks steadily at you and either says something very worth hearing or reads in a delightful voice with an English accent. I hope many of you can some day hear her and meet her. Until then, you have the great delight of her books.

## A NEW GAME OF AUTHORS

(Continued from page 154)

mun, Grace Moon, Rose Fyleman, Augusta Huiell Seaman, Laura Adams Armer, A. A. Milne, Dorothy Aldis, Eliza Orne White, Louisa Alcott, Dinah Mulock Craik, Clarence Hawks, Ernest Cobb, Frances H. Burnett, Elizabeth Coatsworth.

The fourth grade included the follow-

ing authors in its game: Thornton W. Burgess, Ethel Calvert Phillips, Charles Dickens, Will James, Booth Tarkington, Thomas C. Hinkle, Frank L. Baum, Robert Louis Stevenson, James Whitcomb Riley, Hugh Lofting, Zane Grey, Mark Twain, Lewis Carroll, Edgar Rice Burroughs, Lucy Fitch Perkins.

# Editorial

## Belittling Elementary Education

EDUCATIONAL philosophy has routed many dragons, but one or two, although officially put to flight, still range the countryside, demanding and receiving tribute. One of these, as persistent as it is irrational, is the deep-seated, perhaps even unconscious conviction that the younger person is less important than the older. Thus we find the second grade taught by a lower paid teacher than the ninth grade, college freshmen work regarded as of far less moment than graduate studies, and the librarian, transferred from the children's room to the adult circulation department, congratulated on her promotion.

This fallacy is peculiar to education. It is not shared by other professions or by commerce. Publishers put large sums of money into the production of beautiful books for children. Writers for children include the great names of literature, both past and present, and their books for young people are the result of as great effort and care as are their writings for adults. The most talented artists of our day furnish illustrations for volumes for children. In commerce, merchants have long realized that nothing is too good for children, and children's garments, toys, foods, and furniture are of high quality and high price. Nor do the other professions share the curious notion of educators. The pediatrician's bill is likely to be as large as that of any specialist in adult ailments.

No. It is only we—teachers and librarians—who cling to this odd fancy; we who have been trained in philosophy and instructed by psychology in the vast importance of the early years. True, the nursery school and the psychiatrist have had some support, but much of it, alas,

has taken the form of tea-table chatter and junior league projects, which naturally failed to give these two developments their real significance in education.

The baffling thing about this attitude is that it is not even recognized. Confronted with the subject, Everyman will admit the responsibility of the elementary schools in training for citizenship, in furnishing the necessary tools for mental life, in establishing the habits and disciplines upon which society depends. Everyman will even admit, if pressed, that the importance of these things can scarcely be overestimated. But now about the pay of the children's librarian and the elementary school teachers—well they're not teaching first-year Latin, are they? Or checking magazines in the public library's periodical room? They're just dealing with children, aren't they? And we tacitly agree with Everyman's evaluation and spend our summers in the study of subjects of remote interest so that we may apply for "better" jobs.

A few school systems—Denver for one—have shaken off this absurd idea. But in the main, it dominates the libraries and school systems of the country. The unfortunate part of the situation is that the whole educational structure is weakened as a result of this attitude. Elementary school teachers are given the wrong point of view in being forced to look upon their tasks as tapering down from mature academic heights, and do their work with disproportionate spirit and interest. The outcome, regardless of how conscientious the teachers may be as a group, is that their morale is weakened, with consequent damage to the very foundations of education.

# Reviews and Abstracts

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**Trigger John's Son.** By Tom Robinson. Viking Press, 1934. \$2.00.

From time to time, some able author brings out a volume that very quickly earns for itself a place on the bookshelf of outstanding juvenile works. The most recent of the publications of Tom Robinson is in this category. Without doubt it is the outstanding book for boys published during the year of 1934.

The plot is vigorous, with a vein of humor running through it. Trigger John's son is a red-headed, freckle-faced, orphaned boy—a typical hero for the American adolescent. For several years, Trigger had been boarded and lodged from house to house. Finally, a couple decided to adopt him. The boy believed that such an arrangement was grossly one-sided, so he took matters into his own hands and decided that he would have a look at the Smiths before the Smiths saw him. In attempting to gain first-hand knowledge of his proposed foster-parents, he met Dude Quinlan, leader of the Goosetown gang, and that is where the real story begins.

Although, for a time, the adventures of Trigger and his gang companions precipitated a storm of misunderstanding and disgrace, in the end all worked out well and he reached the top. One of the finest elements in the story is the bond between Trigger and an old Englishman who lived alone on the mountainside.

Each of the characters, from Deacon Smith and Trigger to the old Englishman and Sambo, the shonuff actor, is so realistic that he seems to step from the pages and actually to live.

The book best suits boys in the early adolescent years, but it can be read by adults with interest and enthusiasm.

**Rob Roy**, by Constance Lindsay Skinner. Macmillan, 1934. \$1.75.

The title is somewhat misleading, for Rob Roy was, in reality, a pair of twins—Rob and Roy. They looked alike, they were always together, and it was just an old Indian notion to refer to twins in that closely linked manner.

This is a tale of the Tennessee frontier, after the bloody days of early Indian warfare were passed. The twins were eager to distinguish themselves as their brother, Silent Scott, had during the war. Their efforts to discover the white Indians they had heard about led them eventually to a gang of bandits, and through the very exciting story. One of the real

heroes of the tale is the pet wildcat of Rob Roy. His escapades and antics will delight younger readers. There is a true historical background for this book, although, of course, the characters are disguised sufficiently that they may with difficulty be recognized.

The book is particularly adapted for children from ages ten to twelve, although it may be read by the brighter students in the third grade and will be enjoyed by many children of junior high school age.

**Crazy Quilt.** By Paul Brown. Illustrated. Scribner's, 1934. \$2.00.

This book is one of those rare combinations of an excellently told series of dramatic events, illustrated by one of the outstanding sports artists of this country. Paul Brown has done his own art work in this book, and much of its popularity will be the result of the large number of illustrations which will allow the younger children, who cannot read it in its entirety, to follow the ideas.

The story is one of a circus, with a personnel of horses, a donkey, and three children. The adventures of Crazy Quilt, of Oscar the Donkey, of the two lovable dogs, and of the three energetic children are many, varied, and amusing. The pony is so lovable that any boy or girl would be proud to have such an animal as a companion. Every child has at one time or another wanted to be a circus performer. Here is his opportunity to read, in an interesting and well-illustrated volume, about three children who fulfilled that universal wish.

**The Story of Deadstick, the Airport Kitten**, by Louise Turck Stanton. Illustrated. Putnam's 1934. \$2.00.

Deadstick, the hero of this story, was a very extraordinary kitten. His sole interest in life was airplanes, and he was always at the field when the planes took off or landed. His ambition—to be allowed to take a flight—was finally achieved when Foby took him up for his first ride in one of the large planes. Deadstick was the pet of everyone connected with the airport, including Hambone, the airport dog. The story, a delightful one, recounts the happy life around the airport.

The book is printed in large, manuscript type, thus enabling children as low as the second grade to read it.

# Among the Publishers

- Drake's Sword.* By Merritt P. Allen. Illus. by Henry C. Pitz. Appleton-Century, 1934. \$2.00.
- Zoo Cavalcade.* By E. G. Boulenger. Illus. with photographs. London, J. M. Dent. 1933. \$2.50.
- Carmen of the Golden Coast.* By Madaline Brandeis. Illus. Grosset and Dunlap, 1935. 50c.
- The Dark Mile.* By D. K. Broster. A sequel to "The Flight of the Heron," and "The Gleam in the North." Illus. by Helene Carter. Coward-McCann. \$2.50.
- James MacGregor from America.* By Marion Bullard. Illus. by the author. Dutton, 1934. \$1.25.
- Bounce and the Bunnies.* By Ruth Carroll. Illus. by the author. Reynal and Hitchcock, 1934. \$1.00.
- Ant Antics.* By Estella Cave. Illus. by the author. London, John Murray.
- Little Indian.* By David Corry. Illus. Grosset and Dunlap, 1934.
- Island Adventure.* By Adele De Leeuw. A novel for girls. Illus. by Cateau de Leeuw. Macmillan, 1934. \$1.75.
- Rags, Tatters and Bill.* By Lewis Dutton. Illus. by Edgar Norfield. Frederick Warne, 1934. \$1.00.
- Peggy Keeps House.* By Helen Eggleston Haskell. Illus. by Charles Gilbert. Dutton, 1935. \$2.00.
- The Little House on Wheels.* By Marjorie Hayes. Illus. by George and Doris Hauman. Little, Brown, 1934. \$1.75.
- Sandra's Cellar.* By Fjeril Hess. Illus. by Edward C. Caswell. Macmillan, 1934. \$1.75.
- Anthology of Children's Literature.* By Edna Johnson and Carrie E. Scott, comp. Houghton Mifflin, 1935. \$3.50.
- Pablo and Petra,* a boy and girl of Mexico. By Melicent Humason Lee. Illus. by Leslie W. Lee. Crowell, 1934. \$1.50.
- The Pilgrim's Party.* By Sadyebeth and Anson Lowitz. Illus. by Anson Lowitz. Richard R. Smith, 1931. \$1.50.
- The Adventures of a Boy Magician.* By Morrell Massey. Introduction by Thurston. Lippincott, 1934. \$1.50.
- Billy.* By Ruth Alexander Nichols. Photographs and text. Macmillan, 1934. \$1.75.
- Beppo and Lucia,* children of Sunny Italy. By Virginia Olcott. Illus. by Constance Whittemore. Silver, Burdett, 1934. 80c.
- Holiday Shore.* By Edith M. Patch and Carroll Lane Fenton. Illus. Macmillan, 1935. \$2.00.
- Nimbo: the story of an African boy.* By Josephine Van Dolzen Pease. Illus. by E. M. Young. Albert Whitman, 1934. \$1.00.
- Through Golden Windows.* By Ada M. Randall and Mary Katherine Reely. Illus. by Emma L. Brock. Albert Whitman, 1934. \$2.00.
- Gold Dust.* By James Willard Schultz. Illus. by Stockton Mulford. Houghton Mifflin, 1934. \$2.00.
- Yasu-Bo and Isbi-Ko,* a boy and girl of Japan. By Phyllis Ayer Sowers. Illus. by Margaret Ayer Crowell, 1934. \$1.50.
- Mary Poppins.* By P. L. Travers. Illus. by Mary Shepard. Reynal and Hitchcock, 1934. \$1.50.

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